1. Course Description: Old Testament History, Literature and Theology examines Old Testament history and teaching against the cultural, geographical, historical and literary backgrounds of the Ancient Near East. Archaeology, comparative history and literature as well as key theological themes underlying the New Testament and Western culture are explored as well as the application of these texts as a foundation of personal spirituality.

2. Course Goals: When you have successfully completed this course you will:

   G1: Recall the basic content of the Old Testament (OT)
   G2: Comprehend the origin and transmission of the OT text
   G3: Comprehend OT cultural issues and their relevance to post-modern culture
   G4: Analyze, interpret and apply the meaning of OT texts from multiple perspectives
   G5: Critically evaluate and integrate your thinking with current OT research and discoveries
   G6: Distill, formulate and integrate your view of God and His kingdom based on the insights derived from the OT
   G7: Comprehend and discern OT culture and moral constructs being able to separate between descriptive and prescriptive aspects of the OT
   G8: Share a commitment to caring for the creation, environment and see connections liberal arts disciplines as part of your religious commitment.
   G9: Be able to express your understanding of texts of the Old Testament utilizing the potential of new media computer screen rather than as static text on a page.

3. Objectives of OT History and Literature Class:

   **Cognitive Objectives:** You will understand
   CO1. the basic historical framework
   CO2. the factual details and stories
   CO3. the process of how the Old Testament came to us
   CO4. the customs and cultural issues manifested in the OT
   CO5. the meaning and implications of the Old Testament stories
CO6. God's character (mercy, justice, love, anger) and actions (covenant, war, shalom, forgiveness, retribution, redemption, et al.)
CO7. theological reasons for the care of creation and human life
CO8. the different stages of faith and spiritual formation

Affective Objectives: You will appreciate
AO1. the value of the Old Testament
AO2. the greatness of God and human responsibility in response in terms of holiness, pursuit of personal justice and mercy
AO3. God's use of and interaction with human culture
AO4. the value of the various disciplines of the liberal arts as supported by the OT

Skill Objectives: You will be able to
SO1. identify major themes, genres and styles
SO2. apply the meaning and significance of the Old Testament stories to life within postmodern culture
SO3. critically evaluate interpretive options of some of the major “difficult” passages in the Old Testament
SO4. ask big questions (the meaning of life, death, suffering, happiness, choice, etc.) of the text and then pursue answers
SO5. express OT concepts in new media formats

4. Textbooks
   One item to purchase:
   1) Bible in an accurate translation (NIV, NLT, NRSV, NASB, KJV, ESV, NKJV, NAB, Net Bible are all good choices; I have prepared a DASV Digital American Standard Version which is available in text and audio on the web site; the mp3 audio is useful; there is also a format there that has the text and audio together where the audio will reinforce your text reading). The “Wave Bible” is an interesting free phone app that might be of interest or the “Bible” app. If you find others that are decent let me know.
   For the Old Testament in Chinese, Korean or Portuguese, Spanish, etc. I recommend:
   http://www.wordproject.org/bibles/parallel/chinese/index.htm

2) Digital resources: The Online Syllabus may have some changes as we work through this semester. The Online is always the one to follow over this printed beginning-of-the-year hardcopy.
   1) All of the resources will be made available online
course **PowerPoints, full video/audio and text** from a
previous semester. The professor is seeking to limit the cost for
textbooks by constructing a web site that will make substantial OT
resources available to students online. The point is to harness
Internet technology for the benefit of our learning environment.
This is going to be a multiple year project so your patience and
suggestions are requested as I attempt to build piece by piece this
online resource at Gordon. Some of the benefits are that these
resources are available to anyone, at any time from
anywhere in the world (it also saves each you over $50 for
textbooks).

2) There is an online series of “**Getting Started with _____** [Gen.
Exod. Lev. Etc.] that will work like a textbook for this class
[text/audio].

3) I have just developed **multiple choice quiz questions for all of
the lectures** and they are available for review in the **Interactive
Video/Quiz Combo** Online resource (Flash Video formats; sorry
Mac ipad/iphone folks) These questions will be used for exams.

4) **OT Lit Multiple Choice Bible Quizzer online:** Practice sets of
questions over the material you will be reading in the Bible. This
will be very helpful in preparing for the quizzes.

5) **Get Lost in Jerusalem Virtual Reality** by Ted Hildebrandt
originally published by Zondervan (is available online at the web
site; Zondervan sold this for $29.95).

6) [www.Quizlet.com](http://www.quizlet.com) houses both quiz questions and also lecture
questions for exams. Many find this format very effective for
learning.

**Web Site URL:** For this course you need to consult the web
[just Google "Ted Hildebrandt" look for Gordon College or use this
URL [bookmark it]:

[http://faculty.gordon.edu/hu/bi/ted_hildebrandt/index.cfm](http://faculty.gordon.edu/hu/bi/ted_hildebrandt/index.cfm)
The web site will also facilitate your exploration of topics
beyond this course and beyond the walls of Gordon after you
graduate. The online materials are also available to your friends
and family if others want to see what you are learning.
The readings including the DASV [Digital American Standard
Version] of OT itself are available in multiple formats (*.doc,
*.*.html, *.pdf) as well as audio for virtually all the readings (*.mp3). There are audio and text/audio combinations so you can download it and listen to the text on your iPods, iPads or mobile devices.

Blackboard will only be used for posting grades and perhaps this year’s videos/audio.

All students taking the course are required to purchase these online course materials for $20 cash. If payment is received after Friday Jan. 29 the price goes up to $40 and no quizzes or exams will be accepted or make-ups allowed after Friday Feb 11 is passed if payment has not been received. In short, get your $20 in before Jan 29 as I don’t want to have to chase you down especially when I’m trying to save each of you well over $50 per student [compare how much it is for textbooks in your other classes].

I do not make anything personally from this but the funds are used to develop the more supplemental materials for the OT/NT courses.

4. Grade Points:
   A. Attendance policy: Students are expected to attend class sessions. The discussions in class are an essential part of your learning (character and habits of life matter). Attendance will be taken. You will be allowed 3 absences, over that points will be deducted from your attendance score unless you have written excused absences (sports, sickness etc.; see form at the end of this syllabus). You are responsible to find the attendance sheet and get your name on it for each class. 4-5 absences deducts 1%; 6-7=2%; 8-9=3%; 10-11=4%; and 11-12=5%.

   B. Quizzes: The quizzes focus on the actual content of the Bible reading, memory verses and supplemental reading (exams will be over the lectures—Use the OT Lit Bible Quizzer as much of the quiz will be pulled from the questions found in that quizzer). All quizzes should be taken on time.

   Missed quizzes will be assessed as to whether they are excused or unexcused. Unexcused absences will result in an automatic deduction of 20% for that quiz. Both excused and unexcused absences must be made up within one week from when the quiz was originally given. If a student gets to class late after the quiz has begun, the quiz must be made up within the next week as either excused or unexcused. You are not allowed to use electronic
devices of any sort for the quizzes. Open head closed phone, pod, pad, tablet, or laptop etc.

C. EXAMS: All exams must be taken on time. They will be over the lecture material. Exams are not like quizzes. The exams will be built off the questions in the interactive video/quiz combos. I am also trying to load these questions on “Quizlet.com” which will offer an alternative way of learning them.

A single missed exam will have to be made up during Finals Week during reading day. The exam will be substantially more difficult.

For exams no electronic devices will be permitted in the room so leave your cell phones, ipads, iphones whatever at home for the time of the exam.

D. Proverbs project: You will break into groups, select a leader, pick a proverb from Proverbs 10-30. Develop a modern story based on that proverb and then taken pictures and narrate it in a self-running PowerPoint, Video etc. You can find several examples on my website under Proverbs (under “Digital Proverbs: Audio-visual commentary”)
https://faculty.gordon.edu/hu/bi/ted_hildebrandt/OTeSources/20-Proverbs/ProverbseSources.htm

5. Integrity and Classroom Etiquette

This is a large class and because of abuses in the past I am declaring this a digitally free zone (no computers, pads, or phones). If you must have use of these devices for academic purposes the front two rows will be reserved for those special exceptions.

This is a class in biblical studies. Integrity is at the heart of what is being learned. Thus any cheating or plagiarism will result in an automatic failure of the whole course. If you are unclear what falls into the category of plagiarism check in the Student Handbook pp 8f. Gaming, surfing, texting, email reading/sending, tweeting, IM, YouTube, Facebook, etc. in the classroom are rude and unacceptable. Be wise. Here are a few comments on classroom etiquette. Class times are learning times for discussion, taking notes and interacting. The following activities are inappropriate inside the classroom context: talking to others outside of the class discussion flow, whispering, sleeping, hand-holding, touching and massaging another, un-civil comments or behaviors not conducive to the learning environment. Basically anything that is disruptive to the
classroom instructional environment is not kosher. Students engaged in these activities will be asked to leave the classroom and must talk to the professor in person before being readmitted.

6. **Extra Credit may be received (up to 5 points) by:**

1) This semester we will be working on finishing the **transcribing** the The Bible in 5 presentations series. What this amounts to is transcribing those lectures (1 lecture = 5% [usually takes 5-7 hours]. Talk to me as I’ll need to set it up online for you. These will need to be word perfect and sign at the end affirming that. [Due by April 29]

Once the transcription process is completed we can work on putting section **titles and timings** (10-18 per lecture) for the various lectures online (talk to the prof. about which ones need doing).

If you are into **graphic design** and would like to do something along the lines of crafting a psalm visually, etc. (reformatting our website to make it look more visually and useable) please talk to me early in the semester.

If you’re a **Computer Sci.** person and want to play with fly thru’s of Israel using Google Earth Pro tells talk. I’m also interested in developing games that teach OT content if you have any ideas and want to pursue development.

Another path would be to develop **your own Bible-robics** for Lev., Numbers, Deut. or Joshua, Judges/Ruth. Talk to me if you’d like to pursue this option.

If you speak a foreign language fluently (**Chinese, Portuguese, Spanish, Korean, Japanese**) you could work on translation projects translating the class PowerPoints or some of the transcriptions.

**If you get in trouble grade-wise in this course use extra to bail yourself out.** If you’re willing to work you can get the grade.

**Extra credit is due on Fri. April 29—plan ahead – late work on this will not be accepted.**

7. **Students with Disabilities:** Students with disabilities who need academic accommodations must speak to professor and also inform him in writing regarding the nature of the disability and the request for specific
accommodations within the first two weeks of class. Ann Seavey from the Academic Support Center must be made aware of and approve in writing the accommodations requested. Students are also responsible for making sure documentation of the disability is on file in the Academic Support Center. See Ann Seavey, Jenks 412 Ext 4746. Failure to register in time with the Professor and have the ASC approve the desired accommodations will compromise our ability to provide the desired accommodations.

8. **Honors option:** If a student receives over a 93 on the first exam and has maintained a 90 or better quiz average, s/he may request the honors option. The student will work on a project with the prof. related to the OT Web site, fitted to their interests, skills and possible options. Often 2 lectures are transcribed and/or titling and timing lectures can be done. This project will replace the final exam hereby easing your finals week preparations. You final exam score will be an average of your first and second exam. Talk to me if you’d like to do this option after you’ve taken the first exam.

9. **Tentative Evaluation Percentages:** generally I begin my curve with the following and then curve from there.

   - **100-90 [A/A-]**
   - **89-80 [B+-B-]**
   - **79-70 [C+-C-]**
   - **69-65 [D]**
   - **65-0 [F]**

   Quizzes 30% [Generally quizzes every Thurs.]
   3 Exams 60%
   Proverbs Project 5%
   Class attendance 5%

10. **Assignments: Proverbs Project Directions.**
    Please follow the directions carefully and meticulously

    **Story Development:**
    Pick a team of 4-7 individuals. They say that every proverb originated as a condensation of a story. Your job will be to select a proverb from Proverbs 10-30 and write a 1-2 page (350-500 words) story reflecting and illustrating the power of the message of the proverb. Your compelling story script should begin with the Proverb in the title and conclude with the proverb you are illustrating integrated into the conclusion of your story. The story should be realistic, compelling, engaging, inspiring and illustrate the proverb well. Make sure your name and the names of everyone
in your group are on the story you turn in. The storyline is the most important part of this project. If the story is bad the graphics won’t make a difference.

**Image acquisition:** After the story is complete you may want to sketch out a storyboard of images to be acquired to illustrate your story. You should have about 15-35 images (*.jpeg images; 800x600 pixels; quality 8 or better; do not use Tiff or Quick Time compressed images); editing and enhancing them carefully in Photoshop Elements (library computer lab), Google’s Picassa, or Gimp are free for editing pictures, iPhone has a decent picture editor built in etc.). If you use others pictures you must note where they were taken from and guarantee that you have the copyright for these images. [www.sxc.hu](http://www.sxc.hu) is a photography sharing service that has many (not all) images that can be used although taking your own images is preferred (CET has digital cameras available as well, many of your phones will work as well). Learning Photoshop is a great tool for editing images and developing your skills in Photoshop may help in future employment and presentations. Be aware of the difference between a snap-shot and an interesting, artistic, gripping image.

**Audio:** Then prepare an audio reading of your story script recording it. CET has some USB mics that you may be able to borrow and the sound studio is available in Jenks if you sign up to use it. Do not record on cheap computer built-in mics as the sound to noise ratio will wreck the power of your sound. Sound effects also may add to your presentation. It should then be cleaned up, normalized and edited in Adobe Audition (computer lab) or Audacity (vid. free on from web) into *.wav or *.mp3 format (22,000 mhz at least 64 kbps or better—watch out for background noise, *.aif files are proprietary and not acceptable).

**PowerPoint:** The images (*.jpeg) should then be sequenced, audio (*.wav or *.mp3) mixed in PowerPoint using the techniques of digital storytelling coordinating the images and the audio into a compelling story format. Your script/story and the names and jobs each person in your group did should be placed in the “Notes” section of your PowerPoint presentation as well a statement of your granting approval for this project to be further edited and placed online. Footnote where you got all images in the “notes” section under each slide in your PowerPoint slides. Your PowerPoint presentation should begin and end with a visual of the text of the
proverb (see examples online at my site (Proverbs). Everything you hand in should have the Proverb reference on it as well as the members of your group listed. Make sure everything is labeled with the Proverb (Prov11_24) and your group members name(s). Hint: PowerPoint can animate and do all sorts of special effects Beware: subtle is good (simple cuts/fades). In your face, spinning meaningless twirling effects, etc. are cheesy.

**Process summary:** So your group will basically develop:

1) **proverbial story script** (most important, foundational we will go through 2 drafts), --see examples of good stories online.  
[https://faculty.gordon.edu/hu/bi/ted_hildebrandt/OTESources/20-Proverbs/ProverbseSources.htm](https://faculty.gordon.edu/hu/bi/ted_hildebrandt/OTESources/20-Proverbs/ProverbseSources.htm)

2) **shoot/edit images** (take the images, then Photoshop them), 
Turn in the images by importing them into a single Word document (Insert—Picture—From File). Identify who took each picture, *.jpeg images 800x600 generally saved in 8-10 level accuracy. Move away from snapshots to artistic shots that are creative and engaging visually.

3) **narrate a sound recording/editing** (*mp3 or *.wav, not *.aif or *.mov), (labeled Prov_11_4_Slide01, etc.).

4) **develop a PowerPoint** (mixing and sequencing sound/images; putting the script and names of collaborators in the notes section of the first slide). The PowerPoint should run by itself and take about 3-4.5 minutes. The whole thing should play smoothly once begun.

5) **Develop file structure**: Prov11_12 folder with two sub-folders: Images and Audio where you put your pictures and sound files. Put your *.ppt PowerPoint file Prov11_12 in the main folder. Turn it in on a jump drive.

Please take seriously the formatting suggestions above as this will be part of the consideration in your grade (i.e. did you follow directions).

What we will be doing is learning how to write, not on paper but on the screen. What potentials does the screen have that paper doesn’t? How is digital storytelling different than print text writing or oral story telling? How can text, image, animation, and audio be
combined to make a compelling story illustrating the meaning of the proverb and potently communicating its wisdom. What makes a story compelling, engaging, and powerful? What kinds of characters, storyline and plot tensions will heighten the power of the story? In short, explore your creativity in making a proverb come alive back into a modern story context.

You may want to write your story off only half of the saying (e.g. Prov. 11:1a) instead of trying to do both sides of the parallel lines. 

**Getting a good compelling story going is the most important part** and foundation of the rest of the project (focus on character issues, avoid “Gordonese” and college lingo, rather address the broad universally compelling life issues based on the proverb). You will turn in a draft of your story and then the final version will be imbedded in the final slide “Notes” of your PowerPoint presentation listing the people in your group. Your story should begin with the proverb in the Heading and end with the proverb worked into your conclusion.

Stories have a **beginning** introducing characters, setting and issues. The **middle** is some problem, struggle or issue arises and is dealt with. The **conclusion/end** pulls the story together into the proverb and closes the issues etc. Plot sequencing events and having a compelling character interaction/development are key. The story should be compelling, believable, engaging and penetrating into the nature of the proverb and life. Perhaps the best way to get started is to go to the web site and see former examples of what the final product can look like. Do not ape these online projects as we want to see your creativity, but do note how those videos were structured and how they were or were not effective.

Be careful of cheesy Photoshop special effects. Subtle is good. PowerPoint animations skills will also be taught. Subtle is good; flashy is usually cheesy (hint). Simple cuts and fade up/down are preferred over flying things around—just because you can doesn’t mean you should. The power of the story line is baseline from which all else is built on.

**The visuals and audio should reinforce and enhance the story line.** All images should have the date which they were taken and photographer who took the picture attached to the file: “Prov10_1_Slide01 Image01 Smith”. Move beyond snap shots to artistically shot photos. What is the difference between a snap
shot and an artistic picture?

If you do any Photoshop special effects turn in the original as well as the special effect version. You will probably want to crop, resize, brightness/contrast, dodge/burn and clone your images to get the best results. Take your photos landscape rather than portrait (up/down) to match a 800x600 *.jpeg output. Photoshop has some interesting special effects (vid. Filters) but be careful they can be detracting if you are not really careful. There is a fine line between creativity and weirdness . . . don’t cross the line.

Ask yourself the following questions:

-- Did we turn materials in on time?
-- Does the story fit the proverb? Is the story compelling
  [interesting, moving, penetrating, inspiring]?
-- Do the graphics enhance the presentation? Have they been
cropped, brightness/contrast set right, sized to 800x600,
enhanced to best communicate what the story is trying to
say?
  Are they properly labeled?
-- Is the audio clear [no background noise] and well-done and
  expressive? Male/female voices for the right audio roles?
  [use *.wav file or *.mp3 at 64 kbps or better, 22,000 hz or
  better).
  Do the whole story and then break up the audio to be
  attached to each particular slide:  [Prov10_1aSlide01 file
  naming title format]
-- Does the PowerPoint enhance the presentation? Are the
  animations subtle or flashy? Does it flow well automatically
  without having to click through things?
-- Is this ready for the web i.e. is it a finished product?
  [I’ll turn the best ones into Flash/Silverlight videos for the
  web]
-- Would we be proud to have others use this as a resource on
  the web? Would it be meaningful to churches and
  individuals surfing the web?
-- Will editing need to be done or has this been proof read and
  edited (image & sound) well? Does it look professional?
-- Look at previous examples on the web site. What works and
  what doesn’t? Why?
-- How do the digital tools (PowerPoint, Photoshop, Audition)
  work and how can they be used to enhance the telling of the
  story.
The standard grade will be an 8 for doing what is expected. 9’s for special and 10’s for incredible work. 7’s and 6’s for falling below the standard, and 5 and below that for unacceptable work. Most projects will be given 8 if expectations are met. Imagine, create envision and implement your idea. How can sound, images and animation be used to enhance your idea?

The goal is to put many of these online to help folks in the Internet community understand the meaning of individual Proverbs in a visual story format. As these will be made freely available churches may like to use them in instructional and worship contexts. The point is to use your learning to go beyond the classroom to help others anywhere on the planet. Here’s a chance to make a worldwide (web) significant contribution.

Software:

We will be develop skills with the following software applications:
Graphics editing: Photoshop (www.adobe.com);
Sound editing: Audition (www.adobe.com) and
Multimedia development: PowerPoint (Microsoft Office)

Free software that parallel the software we will be using are:
Sound editing: http://audacity.sourceforge.net/
iPhone 6 can do basic editing (cropping and brightness/contrast)

Schedule for Proverbs Project:
Form group, pick a proverb...........Jan 28
Hand in first draft (hard copy):.....Feb 23
Hand in second draft (hard copy):..Mar. 15
Hand in the audio: mp3..............Mar. 29
Images completed and building PowerPoints: April 19
Hand in the PowerPoint final mix....April 27-May 3 presentations
on labeled jump drive folder when you do your presentation.
Final PowerPoint remember to put the story in the “Notes” section, as well as listing group members and what they did, images and where they were gotten, and the statement granting permission to edit and post on the web.
Group Leader's Proverbs Project Evaluation Sheet

Prophet Chosen: _____________________________________

Group Leader: _________________________________

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Member Name: _____________________
Evaluation:  2 3 4 5 6 7 8 9 10

Signature of group leader: ______________________
Course Requirements Summary:

Weekly Quizzes: will be over the stories from the biblical text, the reading of the various online articles and memory work. Use the OT Lit quizzer to prepare on the Bible content.

Exams: will be over the class discussions/notes and memory verses. Use the interactive video/quiz combo to pick up the questions which will appear on the exams.

Proverbs Digital Storytelling Project

Class attendance

Tentative Assignment Schedule is available online: Class instructions may modify these as we proceed through the material.

Final Exam

For T/R 3:00 classes [BCM101]

Final will be on May 10 Tues 2:30-4:30—All Finals must be taken at the time scheduled by the registrar—no exceptions. Make your flight plans accordingly.
Genesis Bible-robics

Creation days,
    Adam and Eve-n
Garden of Eden,
    but just for a season
Serpent and Sin
    Cain kills him
Noah and the Flood
    Drunk and no bud
Babel’s tower
    Languages flower

Abram leaves Ur
    Sarah lies for sir
God’s promise,
    land, seed and blessing
Abram’s faith,
    he’s now confessing
Sodom and Gomorrah
    are no more-ah
Hagar’s the surrogate
    Ishmael barely gets
Isaac’s offered up
    God’s ram’s fired up

Jacob’s birthright
    Jacob’s ladder
Jacob’s chosen
    that’s all that matters
Jacob wrestles God at Peniel
    Gets 12 tribes -- Israel

Joseph’s coated
    Sold to Egypt,
        then promoted
Joseph’s in prison
    Interprets dreams,
        To royalty he’s risen
Brothers to Egypt begging
    Evil to good
        – God’s blessing
Framework of the Old Testament (10+1)

P-PEW  C-JU  D-ERA

Primeval History: Adam and Eve, Noah and the flood, Babel
Patriarchs: Abraham, Isaac, Jacob and Joseph
Exodus: Pharaoh and the Plagues, Moses and the Sea
Wilderness: Covenant at Sinai, Tabernacle, manna

Conquest: Joshua Jericho, divides the tribes
Judges: Deborah/Barah, Gideon, Jephthah and Samson
United monarchy: Kings Saul, David, Solomon, 40, 40, 40

Divided Monarchy: Kings of the north all bad (Ahab); kings of the south few good (Uzziah, Hezekiah, Josiah), North to Assyria; Prophets versus kings
Exile: Judah goes to Babylon for 70 years, temple destroyed 586 BC, Daniel, Ezekiel
Return: Ezra, Nehemiah, Esther, Jerusalem walls and temple rebuilt
Apocrypha: Maccabees and Antiochus Epiphanes

5 Dates to know for the OT:
   Abraham: 2000 B.C.
   David: 1000 B.C.
   Israel to Assyria: 722 B.C.
   Judah to Babylon: 586 B.C. –temple destroyed
   Malachi ends it: 400 B.C.
Absence from Class Form: (Due within one week of absence)

Name ________________________________

Date of Absence: ________________

Reason for Absence:

Signature of RA/RD, Doctor/nurse or coach to verify this: _______________________

Your Signature __________________________      Date: ________________